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Magazine Mania

Language

Including:

The Launch of Magazine Mania
Teacher-Directed Book Talk
Magazine Analysis
Feature Article
Biography
Persuasive Advertising
The Interview
Statistically Speaking
Letter to the Editor
The Comic Relief
Pulling It All Together!
Magazine Media Launch

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An Integrated Unit for Grade 7

Written by:

Diane Luckhart, Teresa Sargent, Helen Brockman, Diana Binotto-Peel

Length of Unit: approximately: 26 hours

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Magazine Mania

Language An Integrated Unit for Grade 7

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The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

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An Integrated Unit for Grade 7
Written by:

Diane Luckhart, Teresa Sargent, Helen Brockman, Diana Binotto-Peel

Avon Maitland District School Board

Based on a unit by:
Diane Luckhart, Teresa Sargent, Helen Brockman, Diana Binotto-Peel

Avon Maitland District School Board

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Magazine Mania
Language **An Integrated Unit for Grade 7**

Task Context

The subtasks outlined are designed to build skills and concepts that students demonstrate in the culminating task. Students develop a theme magazine based on a novel of their choice. The aim is for students to develop skills in reasoning, communication, organization, and the application of language conventions.

The unit suggests links to other subject areas; however, these suggestions are by no means comprehensive. For instance, the teacher may wish to make links to expectations in *The Ontario Curriculum, The Arts* document for Grade 7, since students create a comic strip and promotional advertisements about their novels.

Task Summary

Students engage in a variety of activities including: examining the components and structures of a magazine; writing a feature article related to the theme of the novel; writing a biography; creating persuasive advertising; practising research and interview skills; managing data; writing a letter to the editor; and developing a comic strip.

Culminating Task Assessment

Students demonstrate their learning by presenting their magazines in a Magazine Media Launch. This activity involves an oral presentation by students about their magazines. The oral presentation is the culminating task, and the magazine is a portfolio of the students' learning throughout the unit.

Links to Prior Knowledge

Students should know how to identify and write a piece of persuasive writing. To be successful in Subtask 8, students should have completed the Data Management strand in Mathematics before beginning this unit.

Considerations

TECHNOLOGY- Internet usage could be incorporated to assist students in completing tasks. (It is recommended that students have access to computers to complete the culminating task.) Teachers must ensure board policies about Internet use are followed.

LIBRARY / INFORMATION CENTRE - Ensure that the library has a number of appropriate resources, e.g., novels, magazines, biographical information, and research materials available for students.

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

To ensure that the deadlines for the various components of the magazine are met, the teacher and students should use tracking sheets. Students should be given time in class to work on the various subtasks, but should also work at home. Allow time for students to self-edit, peer-edit, and to participate in teacher conferences before the completion of any subtask.

The teacher may wish to incorporate a free-choice component in which students select a variety of activities that enhance the final, published magazine. Free-choice activities may involve: contest ideas, write-to-us sections, possible pullout poster sections, horoscopes, movie reviews, questionnaires, want ads, sale sections, fashion, short stories, poetry, recipes, careers, fitness and nutrition, sports, and art reviews. If used, these activities should complement the magazine content.

A great deal of the writing is dependent on the reading of the novel. The teacher should assign a minimum of 20 minutes daily for students to read their books silently. Students are to read at home as well. The teacher provides four to six titles from which students select.

The number of novels required for this unit is based on the availability of novels within the classroom/school. The Suggested Book Titles for Book Talk (BLM 2.0) contains a list of age-appropriate novels including some written by Canadian authors.

In conducting surveys, students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Magazine Mania

Language An Integrated Unit for Grade 7

1 The Launch of Magazine Mania

Students discuss the features of a variety of magazines. They develop an understanding of different themes of magazines (survival, growing-up, fantasy, etc.). A piece of persuasive writing is chosen from a magazine and discussed in pairs and then with the whole class. Through the use of a graphic organizer, students demonstrate new and prior knowledge about persuasive writing.

2 Teacher-Directed Book Talk

Students are introduced to the culminating task. By the end of the subtask, students have selected two novels of interest. The final novel selection is used as the basis for the publication and presentation of the Magazine Media Launch.

3 Magazine Analysis

To build a framework for understanding different components in a magazine, students investigate and build a list based on components they find in the sample magazines. This includes the following elements: the covers; feature articles; photographs; promotional gimmicks; profile segments; tables of contents; special advertising sections; contest ideas; advice columns; persuasive movie/book promotions; letters to the editor; comic strips; surveys/questionnaires; graphic design; and lettering. The teacher instructs students to begin reading.

4 Feature Article

Students explain the themes of their novels, supporting their interpretations with evidence from the novels and their own knowledge and experiences. Once students have distinguished between regular and feature articles, they write a feature article that is directly related to the themes of their novels.

5 Biography

Students research the author of their novel and write a biographical essay. The activity involves teacher presentation, modelling, and student in-class writing.

6 Persuasive Advertising

Using pre-selected advertisements, the teacher directs discussion about the purpose of advertising and the techniques used to convince the consumer to purchase a specific product.

7 The Interview

Interviews are an integral part of a magazine layout, often featuring a prominent individual. Students view and discuss interview skills with particular reference given to questioning techniques. The teacher demonstrates the written format of a magazine interview. Following the lesson, students select a main character, a minor character, or the author of the novel as the person to interview. The interview appears in the student's magazine.

8 Statistically Speaking

Students apply the skills they have developed in the Data Management strand of Mathematics. They examine the themes of their novels and decide on a topic that enables them to create, administer, collect, organize, and analyse data. Students assess the data and form conclusions based on the data. The results are presented in graph/table/chart format, and the final data analysis is in written format.

9 Letter to the Editor

Students read, analyse, and create a letter to the editor based on a topic related to their novels. They gain experience developing arguments to convince others, finding and stating facts to support their views or opinions, and directing their writing to specific audiences.

Magazine Mania

Language An Integrated Unit for Grade 7

10 The Comic Relief

Students individually select an aspect of their novel that is easily adapted to a comic strip. Students may choose to retell the novel, highlight a specific chapter or particular scene, or emphasise the theme of the novel.

11 Pulling It All Together!

The purpose of this subtask is for students to produce a creative cover page, a table of contents, and to assemble their magazines.

12 Magazine Media Launch

Students demonstrate their learning by presenting their magazines in a Magazine Media Launch. This activity involves an oral presentation by students about their magazines. The oral presentation is the culminating task, and the magazine is a portfolio of the students' learning throughout the unit.

Description

Students discuss the features of a variety of magazines. They develop an understanding of different themes of magazines (survival, growing-up, fantasy, etc.). A piece of persuasive writing is chosen from a magazine and discussed in pairs and then with the whole class. Through the use of a graphic organizer, students demonstrate new and prior knowledge about persuasive writing.

Expectations

7e52 A • demonstrate the ability to concentrate by identifying main points and staying on topic;
7e53 • identify various types of media works and a variety of the techniques used in them;
7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Review
Reciprocal Teaching

Assessment

The assessment tool for this particular subtask is based on the completion of BLM 1.1, Persuasive Article Graphic Organizer. The assessment reveals how well students justify why the article they've selected is a persuasive article.

Assessment Strategies

Select Response
Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Activity 1:

1. Before the lesson, the teacher selects and displays a variety of magazines. The teacher should have at least one magazine for each pair of students.
2. The teacher allows students time to peruse the magazines in pairs and explain why they think the magazines would be of interest to the adolescent reader.
3. Once the pairs have shared their thoughts, the teacher has a class discussion on the findings, e.g., colour and graphic design, age appropriateness, stereotyping, number of advertisements versus number of written articles, whether they are informative, etc. The teacher then records findings onto chart paper.

Activity 2:

1. Students in small groups brainstorm to find the different themes evident in the magazines examined in Activity 1.
2. Students share their findings with the class, while the teacher records the themes on chart paper so that there is a record of the discussion. Students may refer to the list as the unit progresses.

Activity 3 (Review of Persuasive Article):

1. The teacher selects a persuasive magazine article to use as a model for students to examine. The article could be placed on overhead sheets for students to read and examine. Using the sample, the teacher leads a

review discussion about the characteristics of the persuasive article.

Activity 4:
1. Students read through the magazines and record the titles of the persuasive articles located in the magazine.
2. In a think-pair-share, students share their findings and justify why they think the article is persuasive.
3. Individual students volunteer to share with the class why they think their article is persuasive.
4. Students pick a different article that is persuasive. Using BLM 1.1, they support in writing their reasons for why the article is considered persuasive.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher may pre-select persuasive articles for students who require assistance in selecting such articles. This then helps the process and gets them on the task of justifying why it is persuasive. Refer to BLM 1.1 for the criteria of a persuasive piece of writing.

Resources

BLM 1.1 Persuasive Article Graphic Organizer BLM_1.1_ArtGraphicOrganzer.cwk

Variety of magazines

Samples of persuasive articles

Chart paper and markers

Notes to Teacher

The teacher should provide a variety of magazines that demonstrate a comprehensive set of themes that would differ from those of students' day-to-day experiences. A diverse selection of magazines should be offered, reflecting ethnicity, race, culture, etc. at various readability levels. The teacher must keep a list of themes discussed, which is to be used in Subtask 4 to generate a list of novel themes. Before beginning this subtask, the teacher should select a persuasive article to use as a model for reviewing persuasive writing with students.

Teacher Reflections

Teacher-Directed Book Talk

Subtask 2

60 mins

Description

Students are introduced to the culminating task. By the end of the subtask, students have selected two novels of interest. The final novel selection is used as the basis for the publication and presentation of the Magazine Media Launch.

Expectations

7e29 • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

7e37 – plan a research project and carry out the research;

7e52 • demonstrate the ability to concentrate by identifying main points and staying on topic;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Book Talks

Assessment

The teacher assesses the appropriateness of the students' selection by recording their ability to select a novel that matches their reading level.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Introduction to the Culminating Task:

The teacher explains the culminating task using the overhead, Magazine Mania (BLM 2.1). Students receive copies of the culminating task and Unit Tracking Sheet (BLM 2.2), which they attach to the inside of their folders. These folders are considered magazine portfolios. The tracking sheet assists in organizing the final task. The folder/portfolio is an additional organization tool that contains all student work related to the culminating task.

Book Talk:

Part A:

1. The teacher provides a brief "book talk" for each of the four to six pre-selected novels. Suggested Book Titles for Book Talk (BLM 2.0), contains a list of age-appropriate novels and their reading levels. (See Notes to Teacher.)
2. Students listen to the book talks and then browse through the books that are available.
3. Students then select two of the pre-selected novels to read. This should be done by the end of the day so that the teacher can prepare for the next class.

Part B:

The teacher examines each of the students' choices and decides which of the two novels best suits their reading levels. Students understand that the teacher's decision is based on their individual reading levels. The teacher provides students with one or two choices, or consults with individual students about other options, if students choose novels that are both too difficult or too easy.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some novels are available on tape to assist some students.

Teacher-Directed Book Talk

Subtask 2

60 mins

Resources

BLM 2.0 Suggested Book Titles for Book Talk	BLM_2.0_SampleBookTitles_S.cwk
BLM 2.1 Magazine Mania	BLM_2.1_MagazineMania_T.cwk
BLM 2.2 Unit Tracking Sheet	BLM_2.2_UnitTrackingSheet.cwk
Novels	

Notes to Teacher

Students should keep all the materials produced for subtasks in file folders or portfolios. Students present the rough draft of their magazines in conference with the teacher, as part of the Culminating Task.

Book talks could also be done by invited guests, e.g., librarians, fellow teachers, parents, principals, or community members who are familiar with the selected novels.

A great deal of the writing is dependent on the reading of the self-selected novel. The teacher may assign 20 minutes daily for students to read their books silently. Students are to read at home as well.

Teacher Reflections

Description

To build a framework for understanding different components in a magazine, students investigate and build a list based on components they find in the sample magazines. This includes the following elements: the covers; feature articles; photographs; promotional gimmicks; profile segments; tables of contents; special advertising sections; contest ideas; advice columns; persuasive movie/book promotions; letters to the editor; comic strips; surveys/questionnaires; graphic design; and lettering. The teacher instructs students to begin reading.

Expectations

7e52 • demonstrate the ability to concentrate by identifying main points and staying on topic;

7e53 • identify various types of media works and a variety of the techniques used in them;

7e68 A – describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);

7e67 A – identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);

Groupings

Students Working Individually
Students Working In Pairs
Students Working As A Whole Class

Teaching / Learning Strategies

Guided Exploration
Review
Reciprocal Teaching

Assessment

In this assessment, students demonstrate what they know about the components of a magazine through the use of the Scavenger Hunt (BLM 3.1). The purpose of the anecdotal record is to indicate demonstrated student awareness of the components of the magazine.

Assessment Strategies

Exhibition/demonstration

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Activity 1 (Think/Pair/Share):

1. Students think on their own and record in their magazine portfolios what they know of the various components of magazines.
2. Students share their thoughts and continue to brainstorm with a partner.
3. Students share their ideas with the whole class.
4. The teacher records the students' input on chart paper for future reference.

Activity 2 (Teacher Directed):

1. Using a variety of magazines as samples, the teacher focuses on the following: covers, lettering and graphic design, feature articles, photographs, regular articles, volumes, dates, prices, titles, promotional gimmicks, profile segments, tables of contents, special advertising sections, advertisements, contest ideas, advice columns, persuasive movie/book promotions, letters to the editor, comic strips, timelines, captions, sidebars, subheadings, bulleted lists, illustrations, and surveys/questionnaires.
2. The class discusses the many aspects of a magazine including those that are not necessary in the Culminating Task. Students may want to use some of these as suggestions for their freelance components as mentioned in the Notes to Teacher in the Unit Overview.

Suggestions:
The teacher can put samples on an overhead.
The teacher can physically take apart a magazine and mount it onto Bristol board. Throughout the class discussion, various components could be labelled.

Activity 3 (Scavenger Hunt):
Students work independently to complete BLM 3.1.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

To accommodate students who are experiencing difficulty with the activity, the teacher may reduce the number of components. To ensure understanding, the teacher may work with students to identify these text features in other articles. For example, the teacher can find a sample article and use arrowed captions or sticky notes to identify the various features.

Resources

BLM 3.1 Scavenger Hunt BLM_3.1_ScavengerHunt_WS.cwk

A variety of magazines

Notes to Teacher

A great deal of the writing is dependent on the reading of the self-selected novel. The teacher may assign 20 minutes daily for students to read their books silently. Students are to read at home as well.

The teacher selects a variety of magazines for students to use in completing the subtask. These could include:
Sports Illustrated for Kids
The Hockey Magazine
Owl
Time
Mcleans
National Geographic
Canadian Geographic
Readers' Digest
Seventeen
Young Miss

Teacher Reflections

Description

Students explain the themes of their novels, supporting their interpretations with evidence from the novels and their own knowledge and experiences. Once students have distinguished between regular and feature articles, they write a feature article that is directly related to the themes of their novels.

Expectations

7e32 – explain how various elements in a story function in relation to each other (e.g., ways in which setting and plot development are interrelated);

7e34 A – make judgements and draw conclusions about ideas in written materials on the basis of evidence;

7e1 A • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e3 A • organize information to develop a central idea, using well-linked and well-developed paragraphs;

7e4 A • use a variety of sentence types and sentence structures, and sentences of varying length;

7e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration
Guided Writing

Assessment

Before students submit their final feature articles, they progress through a series of other conferences: self, peer and teacher. At each conference, editors complete a Conference Sheet (BLM 4.2). Students use these sheets when writing their final submissions in order to ensure all corrections and suggestions have been taken into account. The teacher assesses the essays using the Feature Article Writing Rubric. The anecdotal record is the completed conference sheet.

Assessment Strategies

Essay
Conference

Assessment Recording Devices

Rubric
Anecdotal Record

Teaching / Learning

Activity 1 (Teacher Directed):

1. The teacher selects a novel that was previously read to the class.
2. Through discussion, students discover the theme of that novel. The teacher then asks students to find evidence from the novel that supports the theme.
3. The teacher demonstrates for students how to write a feature article (see BLM 4.3, Feature Article Sample Based on *The Pig Man* by Paul Zindel). Use the graphic organizer (in BLM 4.1) to guide students through the process.

Activity 2 (Student Task):

1. The teacher reviews the assessment criteria using the Feature Article Writing Rubric prior to students beginning this task.
2. Students write a feature article that supports the theme of the novel, using evidence, examples and details from the novel to validate their opinions.

3. Students draw a conclusion based on the evidence, examples, and details of the novel.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

For some exceptional students, the teacher may require the Feature Article assignment to be completed using the graphic organizer. Exceptional students will also move through the conferences; however, some students may require assistance in self-editing activities and the final submission.

Resources

Feature Article Writing Rubric	
BLM 4.1 Feature Article Model	BLM_4.1_ArtModelOrganizer_T.cwk
BLM 4.2 The Conference Sheet	BLM_4.2_ArticleConfer_WS.cwk
BLM 4.3 Feature Article Sample	BLM_4.3_ArticleSample_S.cwk
The Pigman	Paul Zindel
Data Based Directions Inc.	

Notes to Teacher

The teacher may demonstrate the feature article using a variety of available magazines. For example, the cover photograph of many magazines is directly linked to the feature article. A regular article is one that is written monthly, e.g., letters to the editors, calendar of events, horoscopes, recipes, etc.

A great deal of the writing is dependent on the reading of the self-selected novel. The teacher may assign 20 minutes daily for students to read their books silently. Students are to read at home as well. Many students, however, may have completed their reading at this point.

Teacher Reflections

Magazine Mania

Language An Integrated Unit for Grade 7

240 mins

Description

Students research the author of their novel and write a biographical essay. The activity involves teacher presentation, modelling, and student in-class writing.

Expectations

7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e3 A	• organize information to develop a central idea, using well-linked and well-developed paragraphs;
7e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
7e5 A	• produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);
7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
7e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
7e9	• use and spell correctly the vocabulary appropriate for this grade level;
7e29	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
7e36	– select appropriate reading strategies (e.g., skim text for specific information; record key points and organize them in a sequence);
7e37	– plan a research project and carry out the research;

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Guided Writing
Conferencing

Assessment

The role of the teacher is to conference with students throughout the writing process. The teacher should keep track of the conferences in his/her own anecdotal records. The final, edited biography is assessed using the Biography Rubric.

Assessment Strategies

Essay
Conference

Assessment Recording Devices

Rubric
Anecdotal Record

Teaching / Learning

Activity 1:

1. In small groups, students generate the definitions of *biography* and *autobiography*, providing examples to support their definitions.
2. Students informally present their work to the class.

Activity 2:

1. In small groups, students create a series of headings that assist them in developing a biographical piece of writing.
2. As a large group, students share their headings.
3. A list of headings should be recorded. This may be done by the teacher in a large group format or individually by students.
4. Such information should be placed in the magazine portfolios that were distributed during Subtask 2. The graphic organizer in BLM 5.0 is included to assist students in collecting information.

Suggested Headings: Background Information, Position, Achievements, Effects of Achievements

Activity 3:
1. Students begin researching the author of their self-selected novels. The focus of the research is based on the list of headings generated by the class during Activity 2.
2. Once students have completed their research, they follow the writing process to each create a one-page biographical essay on the authors of their novels.
3. Before students write their biographical essays, the teacher conducts a mini-lesson on bibliographic form and reviews the assessment criteria using the Biography Rubric.
4. At the bottom of the page, students reference sources accurately using the format in BLM 5.1, How to Write a Bibliography.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Exceptional learners who are experiencing difficulty may work with a partner in the research component. Any accommodations made for written components should reflect the students' IEPs. Students may require assistance in the research and writing components of the final biography.

Students may complete only the graphic organizer.

Resources

Biography Rubric	
BLM 5.0 Biography Planning Sheet	BLM_5.0_BiographyOrganizer.cwk
BLM 5.1 How to Write a Bibliography	BLM_5.1_HowToBibliography_S.cwk
Dictionaries and thesauri	
Encyclopedias	
Other novels by the same author	
The Biography Maker	
Computers	1
Internet Access	1

Notes to Teacher

The teacher may allow students to work in pairs/small groups to create the biography for a given author. This would reduce the amount of work for students, assuming that the students are reading novels by the same author. The teacher could also assess group skills using this approach.

In conjunction with the activities in this subtask, the teacher may want to include previously taught technology skills. Students may cut and paste an illustration of the author, write the final bibliographical in newspaper format using appropriate software, produce a computer-generated advertisement promoting the author's written works.

BLM 5.1 How to Write a Bibliography is included for teacher and student reference.

Teacher Reflections

Description

Using pre-selected advertisements, the teacher directs discussion about the purpose of advertising and the techniques used to convince the consumer to purchase a specific product.

Expectations

7e68 A – describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);

7e52 • demonstrate the ability to concentrate by identifying main points and staying on topic;

7e44 – use the special terminology in a particular area of study, as necessary;

7a52 – identify ways in which the visual arts affect various aspects of society and the economy.

7a37 • explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration
Guest Speaker

Assessment

Students use the checklist on BLM 6.2, How to Create an Advertisement, before producing the advertisement. The teacher keeps anecdotal records of the work habits of students.

Assessment Strategies

Classroom Presentation
Observation

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

Activity 1:

Prior to the activity the teacher clips a variety of advertisements from magazines directed at teens, e.g., healthy eating, smoking, substance abuse, etc.

1 The teacher holds a class discussion about the appeal of the advertisement. Highlight the fact that advertisements sell something, increase product recognition, promote a company or image, provide information, etc. The advertisement may be about selling a product, a service, an idea, or a person. A successful ad grabs your attention and then persuades you to buy.

2. The teacher brainstorms with students about where ads might be seen.

Activity 2:

The teacher and students examine the list of Advertising Tricks (BLM 6.1) used in order to persuade the consumer to purchase a product.

Activity 3:

Students create an advertisement that is directly related to the theme of their novel, using BLM 6.2 as a guide. The advertisement should address one of the following: product (clothing as worn by characters in the novel); a service (a service from the novel); or an idea (as seen in the novel).

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Exceptional students may require assistance to develop a persuasive advertisement. The teacher could provide a topic to simplify the task.

Resources

- **BLM 6.1 Advertising Tricks** BLM_6.1_AdvertisingTricks_S.cwk
- **BLM 6.2 How to Create an Advertisement** BLM_6.2_HowToADGuide_S.cwk
- **Advertisements**
- **A variety of magazines**
- **Super Charge Your Sales with this Incredible EBook**
- **Winning Directory Advertising**

Notes to Teacher

This would be an ideal time to invite a guest speaker from a local advertising agency or a local graphic designer to discuss the relevance of advertising.

Teacher Reflections

Description

Interviews are an integral part of a magazine layout, often featuring a prominent individual. Students view and discuss interview skills with particular reference given to questioning techniques. The teacher demonstrates the written format of a magazine interview. Following the lesson, students select a main character, a minor character, or the author of the novel as the person to interview. The interview appears in the student's magazine.

Expectations

7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
7e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
7e14	– use a variety of sentence types (statements, exclamations, questions, commands) appropriately and effectively;
7e70 A	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).
7e3 A	• organize information to develop a central idea, using well-linked and well-developed paragraphs;
7e33 A	– identify the main ideas in information materials, and explain how the details support the main ideas;

Groupings

Students Working In Pairs
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Demonstration
Visual Stimuli

Assessment

A conference is held with students as they prepare questions relevant to their novels. The conference may be formal or informal. The role of the teacher is to provide immediate feedback to students and to assist in the formation of questions. The teacher may suggest types of questions that students have overlooked or not considered. The length of each conference varies. The teacher records observations in an anecdotal format based on students' responses.

Assessment Strategies

Conference
Observation
Performance Task

Assessment Recording Devices

Rubric
Anecdotal Record

Teaching / Learning

Activity 1:

1. Students watch a videotape of a variety of interviews. (See Notes to Teacher for suggestions.)
2. Following the viewing of the interviews, students work in pairs to brainstorm the components of a successful interview, with specific emphasis on the questioning techniques used by the interviewer.
3. As a large group, the class discusses the students' findings and records them onto chart paper.
4. From the chart paper, students decide on three to five critical qualities that a successful interviewer must have. The teacher should remind students that the current focus is on the types of questions and follow-up questions that the interviewer uses.

Activity 2:
1. Using a novel that has been read to students, the teacher creates a model of a written interview with students (shared writing). BLM 7.0 provides a sample of a written interview.
2. The teacher reviews the assessment criteria with the class, using the Interview Rubric.
3. Students each select a person (main or secondary character or the author of the novel) to be interviewed in their writing assignment.
4. Based on what has taken place throughout the novel, students begin devising questions that directly reflect the novel.
5. In addition to preparing the questions, students demonstrate their understanding of the novel through their responses. If several students have selected the same novel, they are encouraged to work together to discuss possible questions and responses.
6. Students write their interview questions and responses based on the information from the novel and/or the biographical research completed in Subtask 5.
7. The written interview is published in the student's magazine.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Exceptional students who require assistance may work with a partner to complete this task, but will be assessed on their individual contributions with appropriate accommodations.

Resources

Interview Rubric	
BLM 7.0 A Sample Magazine Interview	BLM_7.0_SampleMagInterview.cwk
Corel WordPerfect Suite 8 Academic	
Corel WordPerfect Suite 7 Academic	
Microsoft Publisher V2.1 (English)	
Wordperfect 6.0b	
Pre-recorded televisions interviews	
Television	1
VHS Blank Video	1
VCR	1
Computers	1

Notes to Teacher

The teacher pre-records a videotape that demonstrates a variety of interviews. When selecting interviews, the teacher must be sensitive to the diverse backgrounds of Grade 7 students in the class.

The teacher should ask students to view a variety of interviews, e.g., an entertaining interview, a documentary, a sports/political interview. In some areas, a radio interview is a suitable substitute.

Teacher Reflections

Description

Students apply the skills they have developed in the Data Management strand of Mathematics. They examine the themes of their novels and decide on a topic that enables them to create, administer, collect, organize, and analyse data. Students assess the data and form conclusions based on the data. The results are presented in graph/table/chart format, and the final data analysis is in written format.

Expectations

7m81	• systematically collect, organize, and analyse data;
7m87	• evaluate data and make conclusions from the analysis of data;
7e5 A	• produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);
7e14 A	– use a variety of sentence types (statements, exclamations, questions, commands) appropriately and effectively;
7e24	– use spreadsheets appropriately to convey specific types of information (e.g., data).
7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Review

Assessment

The anecdotal records are based on the teacher's observations and conferencing with students. The teacher keeps the anecdotal records to monitor and record the progress students are demonstrating in this subtask. If the teacher wants to assess the mathematical component, an additional mathematical assessment tool should be created and presented to students before assigning the subtask.

Assessment Strategies

Observation
Conference

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Activity 1 (Review):

1. The teacher reviews with the whole group the purpose/function of a statistical survey and the relevance of the information derived from that survey. The teacher records the findings onto chart paper.
2. The teacher reviews with students the method in which statistical surveys are displayed in a magazine. BLM 8.1, Format for a Statistical Survey is provided to serve as a guideline for this portion of the review. Mini lessons may be required for all or some of these skills.

Activity 2 (Student Task):

1. Students examine the themes of their novels and decide on topics of interest, which they use to create and administer questions and collect, organize, and analyse data of their survey.
2. Students assess data and draw conclusions from the analysis of data.
3. A blank copy of the survey and the results should be included in the culminating task. The teacher assesses the statistical survey using a rubric. Review assessment criteria with students before they begin the statistical survey portion of the subtask.
4. Students must be counselled to accept a "no comment" response.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

If students are reading the same novel, they can work in pairs to create a survey. In addition, the teacher may give students additional time in the Mathematics class to complete this subtask. Students can use software to produce the final graphs, charts, and/or tables to accompany their conclusions.

Resources

BLM 8.1 Format for a Statistical Survey	BLM_8.1_StatsSurveyGuide.cwk
Corel WordPerfect Suite 7 Academic	
Corel WordPerfect Suite 8 Academic	
Geometer's Sketchpad	
Microsoft Works V2.0-WIN (English)	
Microsoft Works V3.0 (English)	
Wordperfect 6.0a (english)	
Wordperfect 6.0b	
Individual novels	
Calculators	1

Notes to Teacher

This subtask assumes that students are familiar with Data Management. However, if students require a detailed review, the teacher may demonstrate the process using a novel that has been read to the class or by the class. This demonstration helps students understand the process. The intent is for students to demonstrate the transference of knowledge from Mathematics to Language Arts. In addition, students demonstrate their understanding of the theme of the novel based on the types of questions asked in the survey. If students are reading the same novel, they can work in pairs to produce the survey.

The teacher should provide time for students to write and administer the survey, tabulate the data, and produce a written report. The process takes approximately 150 minutes. Students can use software to generate graphs, charts, and/or tables to produce the conclusions of the data.

Teacher Reflections

Letter to the Editor

Subtask 9

200 mins

Description

Students read, analyse, and create a letter to the editor based on a topic related to their novels. They gain experience developing arguments to convince others, finding and stating facts to support their views or opinions, and directing their writing to specific audiences.

Expectations

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e3 A • organize information to develop a central idea, using well-linked and well-developed paragraphs;

7e4 • use a variety of sentence types and sentence structures, and sentences of varying length;

7e5 A • produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);

7e17 – spell a wide range of commonly used words correctly;

7e16 A – use parentheses appropriately (e.g., Gina (the one wearing the hat in the picture) is my friend's sister);

7e28 A • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings

Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Guided Writing
Demonstration

Assessment

Students use the Conference Sheet (BLM 9.3) to work through the editing process. The teacher saves these sheets as part of his/her anecdotal records. Criteria to consider when assessing the letter: letter demonstrates features of a letter, topic or issue is strongly presented, jot notes or an outline used to build a convincing argument, and correct spelling and punctuation are used in the final draft.

Assessment Strategies

Conference
Observation
Performance Task

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Activity 1 (Introduction):

1. Students collect a variety of letters to the editor from magazines.
2. The teacher invites students to read and discuss these letters.
3. The class lists the different types of issues discussed in these letters, e.g., whether any are more prevalent than others.

Activity 2 (Guided Exploration):

1. The teacher chooses a letter to the editor and reads it with students.
2. The class discusses the opinion expressed.
3. The teacher completes BLM 9.1, Letter to the Editor Analysis, with the class, as the letter to the editor is formally analysed.

Activity 3 (Student Practice):

1. Students complete BLM 9.1 individually using a letter to the editor that the teacher has selected.
2. As a group, the class takes up BLM 9.1.

3. As the class analyses the article, the teacher discusses the importance of supporting opinions.
4. Using the PPC the formula (Point, Proof, Comment), the teacher asks students to make a point, prove it with three examples from the source, and draw a concluding statement. BLM 9.2 provides an outline of this formula.

Activity 4 (Student Task):
1. Students create a letter to the editor based on their novels.
2. Students use BLM 9.3 to guide them through the editing process. The teacher assesses the letter to the editor. Review the assessment criteria with students before they begin this task.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher may provide exceptional students who are experiencing difficulty with a sample letter to the editor to act as a guide.

Resources

BLM 9.1 Letter to the Editor Analysis	BLM_9.1_EditorLetter_WS.cwk
BLM 9.2 Point-Proof-Comment Formula Sheet	BLM_9.2_PPC_WorkSheet.cwk
BLM 9.3 The Conference Sheet	BLM_9.3_LetterConference_WS.cwk
A variety of magazines	
Computer	1

Notes to Teacher

The teacher should pre-select several sample letters to the editor and have a variety of magazines available.

Teacher Reflections

Description

Students individually select an aspect of their novel that is easily adapted to a comic strip. Students may choose to retell the novel, highlight a specific chapter or particular scene, or emphasise the theme of the novel.

Expectations

7a46 A – produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from "found" materials to celebrate the coming of spring);

7e55 A • create a variety of media works;

7e9 A • use and spell correctly the vocabulary appropriate for this grade level;

7a36 A • identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;

7e21 A – show a growing awareness of the expressiveness of words in their word choice;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Small Groups

Teaching / Learning Strategies

Guided Writing
Story Mapping

Assessment

The rubric focuses on the Art expectations with some reference to the Language Arts document.

Assessment Strategies

Performance Task

Assessment Recording Devices

Anecdotal Record
Rubric

Teaching / Learning

Activity 1:
Prior to this lesson, the teacher clips a number of comics from a variety of sources.
1. In small groups, students analyse the comics and brainstorm the essential components. These components are listed on chart paper.

Activity 2:
1. The teacher presents and discusses with the class a series of comic strips copied onto overheads.
2. The teacher may provide examples of comic strips that contain the problem-solution format and discuss their organization and features. Point out to students that a comic strip, like other narratives, is made up of a beginning, middle, and end, and that the main character often has a problem that requires a solution.
3. Students practise drawing the characters and experiment with sentences and phrases to be used in dialogue balloons.

Activity 3:
1. Students select an aspect of their novel that is easily adapted to comic-strip format.
2. Students may choose to retell part of the novel, highlight a specific chapter or particular scene, and/or emphasise the theme of the novel.
3. The teacher assesses the comic strip using the Comic Strip rubric. Review the assessment criteria before students begin the task.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

If students have difficulty coming up with a problem to start off the comic strip, the teacher may suggest that they refer back to the theme of their novel.

Resources

Comic Strip Rubric	
Variety of Comic Strips	
Comic Strip Assignment	
Comic Strip WebQuest	
Unit: Cartooning	
Blank paper	1
Rulers, Erasers, Pencils, Markers, and Colouring Pencils	1
Stencils for lettering	
Stickers	
Overhead Projector	1

Notes to Teacher

This is an excellent opportunity to invite a guest speaker into the classroom, e.g., a cartoonist, artist, graphic designer, etc. A guest speaker can provide links to The Arts. Allow students time to practise drawing characters.

Teacher Reflections

Magazine Mania

Language An Integrated Unit for Grade 7

Description

The purpose of this subtask is for students to produce a creative cover page, a table of contents, and to assemble their magazines.

Expectations

7e21 A – show a growing awareness of the expressiveness of words in their word choice;
7e55 A • create a variety of media works;
7a46 A – produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from "found" materials to celebrate the coming of spring);
7a45 – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);
7a37 • explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Review

Assessment

The checklist assessment acts as a tracking sheet to ensure that students have included the necessary components of a magazine cover page and table of contents. The teacher records feedback to students in the form of anecdotal comment (see BLM 11.1.)

Assessment Strategies

Performance Task

Assessment Recording Devices

Checklist
Anecdotal Record

Teaching / Learning

Activity 1:
Using a variety of pre-selected magazines, the teacher discusses with students the components of an effective magazine cover page. Review appropriate vocabulary associated with the development of the cover page (initially introduced in Subtask 1 and Subtask 3).

Activity 2:
Students produce a cover page that reflects the components included within their magazine portfolios. The teacher may want to review the Advertising Tricks discussed in Subtask 6, BLM 6.1.

Activity 3 (Optional):
Students may want to include a variety of freelance activities. These possible additions should be negotiated with and approved by the teacher. See Notes to Teacher in the Unit Overview for a complete list of possible activities.

Activity 4:
Students compile and order the completed subtasks to create the final edition of their magazines.

Activity 5:
Following the compilation of the entire magazine, students generate a table of contents. Students decide individually the order in which the subtasks are presented in the magazines.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher may provide exceptional students who are having difficulty with the activity with sample magazine covers and tables of contents to act as a guide. The teacher may also wish to create a template of a magazine cover/table of contents.

Resources

BLM 11.1 Student Cover and Table of Contents Checklist	BLM_11.1_CovrpgTableCheck_T.cwk
Corel WordPerfect Suite 7 Academic	
Corel WordPerfect Suite 8 Academic	
CorelDRAW 6 Academic	
CorelDRAW 8 Academic	
ClarisWorks 5.0 (English)	
Geometer's Sketchpad	
Graphers	
Microsoft Publisher V2.1 (English)	
Microsoft Works V2.0-WIN (English)	
Microsoft Works V3.0 (English)	
Wordperfect 6.0b	
Variety of art textbooks	
Bristol board	0.5
Variety of media	
Variety of stencils	
Computers	1

Notes to Teacher

The teacher should give students ample time to complete the cover page and table of contents. The teachers may want to integrate this subtask into Art class. This subtask asks students to pull together all written work from prior subtasks to create their completed versions of the magazine. Students can use their tracking sheets to ensure they have completed the necessary subtasks.

Teacher Reflections

Magazine Media Launch

Subtask 12

175 mins

Description

Students demonstrate their learning by presenting their magazines in a Magazine Media Launch. This activity involves an oral presentation by students about their magazines. The oral presentation is the culminating task, and the magazine is a portfolio of the students' learning throughout the unit.

Expectations

7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
7e6 A	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
7e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
7e44	– use the special terminology in a particular area of study, as necessary;
7e52	• demonstrate the ability to concentrate by identifying main points and staying on topic;
7e70 A	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).
7e56 A	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
7e63 A	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;
7e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

Groupings

Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Demonstration

Assessment

This assessment is based on the oral presentation of the students' magazines. Criteria for the presentation are listed in Notes to Teacher. Students submit the final magazine portfolio following the oral presentation. Any further assessment could take place at this time. Subtasks that students would like to have re-evaluated could be indicated by placing a sticker beside the subtask. The teacher may want students to complete a reflective self-assessment based on their learning process throughout the unit.

Assessment Strategies

Performance Task
Self Assessment

Assessment Recording Devices

Teaching / Learning

1. The teacher should review criteria for effective presentations with the class. (See Notes to Teacher.)

2. The teacher should review possible methods of presentating and negotiate an appropriate method and amount of time for each presenter.

3. Students present their final publications for their peers at a Magazine Media Launch. The Magazine Media Launch should be organized in collaboration with students. This is an opportunity for students to show off their final publications. Any creative method of presentation is acceptable.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may present their magazine during class, in small groups or in a one-to-one presentation with the

teacher.

Resources

Notes to Teacher

The teacher may want to videotape the students' Media Launch of the magazines. The time limit for each presentation is at the discretion of the teacher.

Criteria for effective presentation:

- shows evidence of rehearsal before making presentation
- uses eye contact, variations in pace, appropriate gestures
- clearly describes the function of different elements in magazines
- uses vocabulary is appropriate to the audience

Teacher Reflections

Appendices

Magazine Mania

Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Magazine Mania

Language An Integrated Unit for Grade 7

Rubric

- ☐ **Biography Rubric** ST 5
  2
  Both the teacher and students use this to assess the task. Students would have this available before beginning the writing.
- ☐ **Comic Strip Rubric** ST 10
  2
  This is an Art-related rubric that links to the English curriculum.
- ☐ **Feature Article Writing Rubric** ST 4
  3
  The teacher uses this rubric in the assessment of the feature article.
- ☐ **Interview Rubric** ST 7
  2
  The purpose of this rubric is to ensure students have a clear understanding of the format, types of questions, and the variety of responses needed in a written magazine interview.

Blackline Master / File

- ☐ **BLM 1.1 Persuasive Article Graphic Organizer** ST 1
  BLM_1.1_ArtGraphicOrganzer.cwk
  This page can be used by students to support Activity 3 in Subtask 1.
- ☐ **BLM 11.1 Student Cover and Table of Contents Checklist** ST 11
  BLM_11.1_CovrpgTableCheck_T.cwk
  The checklist assessment will act as a tracking sheet to ensure that students have included the necessary components of a magazine cover page and a table of contents.
- ☐ **BLM 2.0 Suggested Book Titles for Book Talk** ST 2
  BLM_2.0_SampleBookTitles_S.cwk
  This is a small sampling of titles appropriate for the intermediate classroom. This list includes the theme, author, and reading level. A handy book list for all teachers.
- ☐ **BLM 2.1 Magazine Mania** ST 2
  BLM_2.1_MagazineMania_T.cwk
  This is the student handout that outlines the culminating task.
- ☐ **BLM 2.2 Unit Tracking Sheet** ST 2
  BLM_2.2_UnitTrackingSheet.cwk
  This sheet allows the students to keep track of due dates and activities that are completed. This should be attached to the inside of their Magazine portfolios/folders.
- ☐ **BLM 3.1 Scavenger Hunt** ST 3
  BLM_3.1_ScavengerHunt_WS.cwk
  The purpose of this BLM is to assist students in exploring the various components of a magazine.
- ☐ **BLM 4.1 Feature Article Model** ST 4
  BLM_4.1_ArtModelOrganizer_T.cwk
  Use this BLM to help guide students in writing a feature article.
- ☐ **BLM 4.2 The Conference Sheet** ST 4
  BLM_4.2_ArticleConfer_WS.cwk
  This sheet is used by the editor to make suggestions for revision and editing process.
- ☐ **BLM 4.3 Feature Article Sample** ST 4
  BLM_4.3_ArticleSample_S.cwk
  An example for the teacher to use for guiding students in developing a feature article based on the theme of relationships. The novel The Pig Man by Paul Zindel is used as the sample feature article.
- ☐ **BLM 5.0 Biography Planning Sheet** ST 5
  BLM_5.0_BiographyOrganizer.cwk
  This is a sample graphic organizer to assist students in researching a biography for their novel.
- ☐ **BLM 5.1 How to Write a Bibliography** ST 5
  BLM_5.1_HowToBibliography_S.cwk
  Suggested guideline for bibliography structure.
- ☐ **BLM 6.1 Advertising Tricks** ST 6
  BLM_6.1_AdvertisingTricks_S.cwk
  This is used to give students the tricks advertisers use when creating an advertisement.
- ☐ **BLM 6.2 How to Create an Advertisement** ST 6
  BLM_6.2_HowToADGuide_S.cwk
  Guideline for students to assist in effective advertisement design. Also used as a tracking sheet for students and the teacher.
- ☐ **BLM 7.0 A Sample Magazine Interview** ST 7
  BLM_7.0_SampleMagInterview.cwk
  A sample written interview is provided.
- ☐ **BLM 8.1 Format for a Statistical Survey** ST 8
  BLM_8.1_StatsSurveyGuide.cwk
  This is a combined overhead sheet and student worksheet. It provides a review of Statistical Surveys and key components.
- ☐ **BLM 9.1 Letter to the Editor Analysis** ST 9
  BLM_9.1_EditorLetter_WS.cwk
  This will assist students in formally analysing the letter to the editor.
- ☐ **BLM 9.2 Point-Proof-Comment Formula Sheet** ST 9
  BLM_9.2_PPC_WorkSheet.cwk
  This student BLM will assist in producing a convincing argument.
- ☐ **BLM 9.3 The Conference Sheet** ST 9
  BLM_9.3_LetterConference_WS.cwk
  This sheet is used by the editor to make suggestions for revision and editing process.

Magazine Mania

Language An Integrated Unit for Grade 7

Licensed Software

- ☐ 1998 Canadian and World Encyclopedia — Unit
- ☐ ADOBE Photoshop LE — Unit
- ☐ Canadian Geographic Explorer — Unit
- ☐ Career Cruising — Unit
- ☐ ClarisWorks 5.0 (English) — Unit
- ☐ ClarisWorks 5.0 (English) — ST 11
- ☐ Corel WordPerfect Suite 7 Academic — ST 7
- ☐ Corel WordPerfect Suite 7 Academic — ST 8
- ☐ Corel WordPerfect Suite 7 Academic — ST 11
- ☐ Corel WordPerfect Suite 8 Academic — Unit
- ☐ Corel WordPerfect Suite 8 Academic — ST 7
- ☐ Corel WordPerfect Suite 8 Academic — ST 8
- ☐ Corel WordPerfect Suite 8 Academic — ST 11
- ☐ CorelDRAW 6 Academic — ST 11
- ☐ CorelDRAW 8 Academic — ST 11
- ☐ Geometer's Sketchpad — ST 8
- ☐ Geometer's Sketchpad — ST 11
- ☐ Graphers — ST 11
- ☐ Microsoft Publisher V2.1 (English) — Unit
- ☐ Microsoft Publisher V2.1 (English) — ST 7
- ☐ Microsoft Publisher V2.1 (English) — ST 11
- ☐ Microsoft Works V2.0-WIN (English) — ST 8
- ☐ Microsoft Works V2.0-WIN (English) — ST 11
- ☐ Microsoft Works V3.0 (English) — ST 8
- ☐ Microsoft Works V3.0 (English) — ST 11
- ☐ Wordperfect 6.0a (english) — ST 8
- ☐ Wordperfect 6.0b — ST 7
- ☐ Wordperfect 6.0b — ST 8
- ☐ Wordperfect 6.0b — ST 11

Print

- ☐ **A variety of magazines** — ST 3
  Each student must have his/her own magazine in order to complete the assessment.
- ☐ **A variety of magazines** — ST 6
  Students need to have magazines to browse through and find advertisements to discuss.
- ☐ **A variety of magazines** — ST 9
  Any magazines that are available for student use.
- ☐ **Advertisements** — ST 6
  The teacher should have one pre-selected to use through the class discussion.
- ☐ **Boost Literacy Skills** — Unit
  Jan McLellan
  1-894369-17-3
  The Literacy Catch-Up Handbook, Strategies for Teachers Grade 7-12.
- ☐ **Dictionaries and thesauri** — ST 5
  To be used in the writing process.
- ☐ **Encyclopedias** — ST 5
  Encyclopedias are needed to research the specific author.
- ☐ **Getting Assessment Right: Language** — Unit
  Damian Cooper and Nanci Wakeman-Jones
  A school resource document with varying assessment tools.
- ☐ **Guiding Readers and Writers** — Unit
  Irene C. Fountas and Gay Su Pinnell
  Teaching comprehension, genre, and content literacy.
- ☐ **Individual novels** — ST 8
  The novel students are using for the Culminating Task.
- ☐ **Language Arts Survival Guide** — Unit
  Margaret Iveson and Samuel Robinson
  0-13-624354-1
  Over 1500 tips for communication.
- ☐ **Language Arts: Teacher's Survival Guide** — Unit
  Wendy Mathieu, Susan Tywoniuk
  0-13-624397-5
  A useful teaching tool that provides lesson plans for skills in writing. Reproducibles are available.
- ☐ **Meet Canadian Authors and Illustrators** — Unit
  Allison Gertridge
  0-590-24319-5
  50 creators of children's books
- ☐ **Meet the Authors and Illustrators** — Unit
  Debrorah Kovacs and James Preller
  0-590-74291-4
  60 creators of favourite children's books talk about their work.
- ☐ **More Than Metaphors** — Unit
  Stephen K. Smuin
  0-201-45501-3
  This resource provides development formats for writing.

Magazine Mania

Language An Integrated Unit for Grade 7

- ☐ **Other novels by the same author** ST 5
  Students may wish to document other novels and/or provide an anecdotal bibliography of materials written by the same author.
- ☐ **Samples of persuasive articles** ST 1
  The sample articles would be used for those students who have difficulty finding persuasive articles.
- ☐ **Scholastic Guides Putting it in Writing** Unit
  Steve Otfinoski
  0-590-49458-9
  This easy-to-use reference book gives models and tips to follow for writing needs.
- ☐ **Teaching and Learning with Multi Source** Unit
  Margaret Iveson, Samuel Robinson and others
  0-13-472358-9
  Practical ideas for assessment and evaluation.
- ☐ **The Pigman** ST 4
  Paul Zindel
  0-553-23540-0
  Novel
- ☐ **Variety of art textbooks** ST 11
  Students may want to refer to art textbooks to generate ideas on creating cover pages for magazines.
- ☐ **Variety of magazines** ST 1
  A variety of magazines that exemplify different themes will be required to complete this lesson.
- ☐ **Writing Sense :7** Unit
  Judith Dube, Kathy Lewis, Robert Malay and Avon Whittles
  0-7747-1443-3
  A student anthology that is directly linked to the Language Arts curriculum.
- ☐ **Writing Sense: Teacher's Source Book** Unit
  Judith Dube, Kathy Lewis, Robert Malay, and Avon Whittles
  0-7747-1446-8
  This teacher's source book contains comprehensive teaching support for using "writing sense" in the classroom.

Media

- ☐ **Magazines** Unit
  A variety of magazines brought from home and the school library.
- ☐ **Pre-recorded televisions interviews** ST 7
  A variety of interview clips from numerous television programs will be recorded on a blank VHS tape. These selections are at the teacher's discretion and completed prior to the presentation of the lesson.
- ☐ **Variety of Comic Strips** ST 10

Website

- ☐ **Comic Strip Assignment** ST 10
  http://www.rrs.ednet.ns.ca/grade8/comic.htm
  Provides an alternative lesson plan to comic strips. Excellent links to other art websites.
- ☐ **Comic Strip WebQuest** ST 10
  http://edie.aldrige.net/toons/
  A way of teaching cartooning and comic strip production using the Internet as the teaching tool.
- ☐ **Data Based Directions** Unit
  http://www.dbdirect.on.ca
- ☐ **Data Based Directions Inc.** ST 4
  http://www.databdirect.com
  Variations of graphic organizers are available on the Data Based Directions website, and can be downloaded for immediate use with students.
- ☐ **Super Charge Your Sales with this Incredible EBook** ST 6
  http://www.bondres.com/autoresmagic/index/html
- ☐ **The Biography Maker** ST 5
  http://www.bham.wednet.edu/bio/biomaker/htm
  This website allows students to walk through the process of writing a biography. It is meant to be used by students for students. The teacher may want to direct students to this website.
- ☐ **Unit: Cartooning** ST 10
  http://www.frontiernet.net/~newhaven/UNIT%20portfolio%208.html
  An entire online unit to Cartooning.
- ☐ **Winning Directory Advertising** ST 6
  http://www.bestdirectoryadvertisingtechniques.com

Magazine Mania

Language An Integrated Unit for Grade 7

Material

- ☐ **Blank paper** — ST 10
  1
  per person
  Blank paper for students to create their comic strip.
- ☐ **Bristol board** — ST 11
  0.5
  per person
  This is to create a sturdy and durable cover for the final magazine portfolio.
- ☐ **Chart paper and markers** — ST 1
  per class
  This will be needed to collect information from the class discussion.
- ☐ **Novels** — ST 2
  per person
  A large selection of novels pre-selected by the teacher needs to be available to the students either in the classroom or in the library
- ☐ **Rulers, Erasers, Pencils, Markers, and Colouring Pencils** — ST 10
  1
  per person
- ☐ **Stencils for lettering** — ST 10
  Optional.
- ☐ **Stickers** — ST 10
  Optional
- ☐ **Variety of media** — ST 11
  per class
  This includes: paint, pastels, colouring pencils, fabric glue, sparkles, glitter glue, etc. to create a creative cover page.
- ☐ **Variety of stencils** — ST 11
  per class
  Stencils assist students with the lettering of the cover page and table of contents.

Equipment / Manipulative

- ☐ **Calculators** — ST 8
  1
  per person
  Calculators are required to complete the statistical component of the survey.
- ☐ **Chart Paper** — Unit
  per class
- ☐ **Computer** — ST 9
  1
  per person
  Students may need to transfer their written work to the computer.
- ☐ **Computers** — Unit
  per person
- ☐ **Computers** — ST 5
  1
  per person
- ☐ **Computers** — ST 7
  1
  per person
  Students may need to transfer their written work to the computer.
- ☐ **Computers** — ST 11
  1
  per person
  Computer generated titles, subtitles, and slogans are recommended for the cover pages and table of contents.
- ☐ **Internet Access** — ST 5
  1
  per person
  Students are encouraged to use the Internet to research and email the author of their self-selected novel.
- ☐ **Overhead** — Unit
  per class
- ☐ **Overhead Projector** — ST 10
  1
  per class
- ☐ **Overhead Sheets** — Unit
  per class
- ☐ **Television** — ST 7
  1
  per class
  A television will be required to record and show the pre-selected interview programs.
- ☐ **VCR** — ST 7
  1
  per class
  A VCR will be needed to show the pre-recorded selections of interview programs.

☐ **VHS Blank Video** **ST 7**

1

per class

A blank VHS video tape will be needed to record the pre-selected television interviews.

Persuasive Article Graphic Organizer

NAME _____

In persuasive writing, you put your ideas together in logical ways so that people pay attention to your ideas. Your goal is to persuade others to agree with your particular position.

Title of Article:_____ Author:_____

Magazine, Volume and Edition:_____

Provide a brief description of the article.

Provide three reasons and use supporting evidence from the article to show why this is a persuasive article.

Write a summary statement about the article.

Suggested Book Titles for Book Talk

(Teacher Reference)

This book list is organized by themes appropriate for this grade. This is a small sampling of available novels appropriate for adolescents.

Growing Up

Diane Wieler	*Last Chance Summer*	5+
S.E. Hinton	*The Outsiders*	7+
Monica Hughes	*Log Jam*	7-8
Paul Kropp	*You've Seen Enough*	6-8 (Canadian)
Elizabeth Haggerd	*Nobody Waved Goodbye*	7-8
Marilyn Malvorson	*Nobody Said It Would Be Easy*	7-8
Paula Fox	*One Eyed Cat*	7+
Helen Cresswell	*Ordinary Jack*	5
Paula Fox	*A Place Apart*	7
Eric Walters	*Stand Your Ground*	7-8 (Canadian)
Janet Lunn	*The Root Cellar*	6-8 (Canadian)
Cynthia Voigt	*The Runner*	9
Paula Fox	*The Stone Faced Boy*	5-8
Eric Wilson	*The Spirit of the Rain Forest*	5-8 (Canadian)
Lois Lowry	*Autumn Street*	7-8
Katherine Paterson	*Bridge to Terabithia*	5-8

Courage

Martyn Godfrey	*Plan B Is Total Panic*	5-8 (Canadian)
Barbara Smucker	*The Underground Railroad*	6-8 (Canadian)
Julie Johnston	*Hero of Lesser Causes*	7-8 (Canadian)
William Bell	*Forbidden City*	7-8 (Canadian)

Relationships

Jean Little	*Listen for the Singing*	6 (Canadian)
Jean Little	*Mama's Going to Buy You a Mocking Bird*	6-8 (Canadian)
Deborah Hautzig	*Second Star to the Right*	6+
Phyllis Reynold Naylor	*The Solomon System*	7-8
Anne Conrad	*Blue Jar*	7
Doris Gales	*Blue Willow*	7-8

Fantasy

Jean Clark	*Moons of Madeleine*	7
Robert O'Brien	*Mrs. Frisby and the Rats of NiMh*	4
Katheryn Kaskay	*Prank*	7
George MacDonald	*The Princess and the Goblin*	5
Natalie Babbit	*The Search For Delicious*	4-6
Karleen Bradford	*Shadows on a Sword*	7-8 (Canadian)
Lois Lowry	*The Giver*	7+
Madeline L'Engle	*A Wrinkle In Time*	5-8

Magazine Mania

You have been hired by ABC Publishing Company to develop a magazine for young adults. Your goal, as editor, is to create a magazine and present it at the annual **Magazine Media Launch**.

Your magazine, based on the theme of your novel, should include: a feature article, a biography, an advertisement, an interview, a survey, a letter to the editor, a comic strip, and an article convincing people to read your novel.

The completed magazine will be launched at a media release celebration to which special guests may be invited. At the media release, each editor will present his/her own magazine. Your magazine will be submitted to the editor-in-chief (the teacher).

Unit Tracking Sheet

Name: _____

Title of Novel: _____

Author of Novel: _____

Item	Due Date	Completed (check)	Teacher Initials
Feature Article			
Biography			
Advertisement			
Interview			
Statistics			
Letter to the Editor			
Promotion			
Comic Strip			

Comments:

Scavenger Hunt

You are to find the item in your magazine and state on what page it is found.

1. Title of Magazine.....Page:_____

2. Table of Contents.....Page:_____

3. Persuasive Movie/Book Promotion.....Page:_____

4. Letters to the Editor.....Page:_____

5. Comic Strips.....Page:_____

6. Promotional Gimmicks.....Page:_____

7. Special Advertising Section.....Page:_____

8. Profile Segment.....Page:_____

9. Photographs.....Page:_____

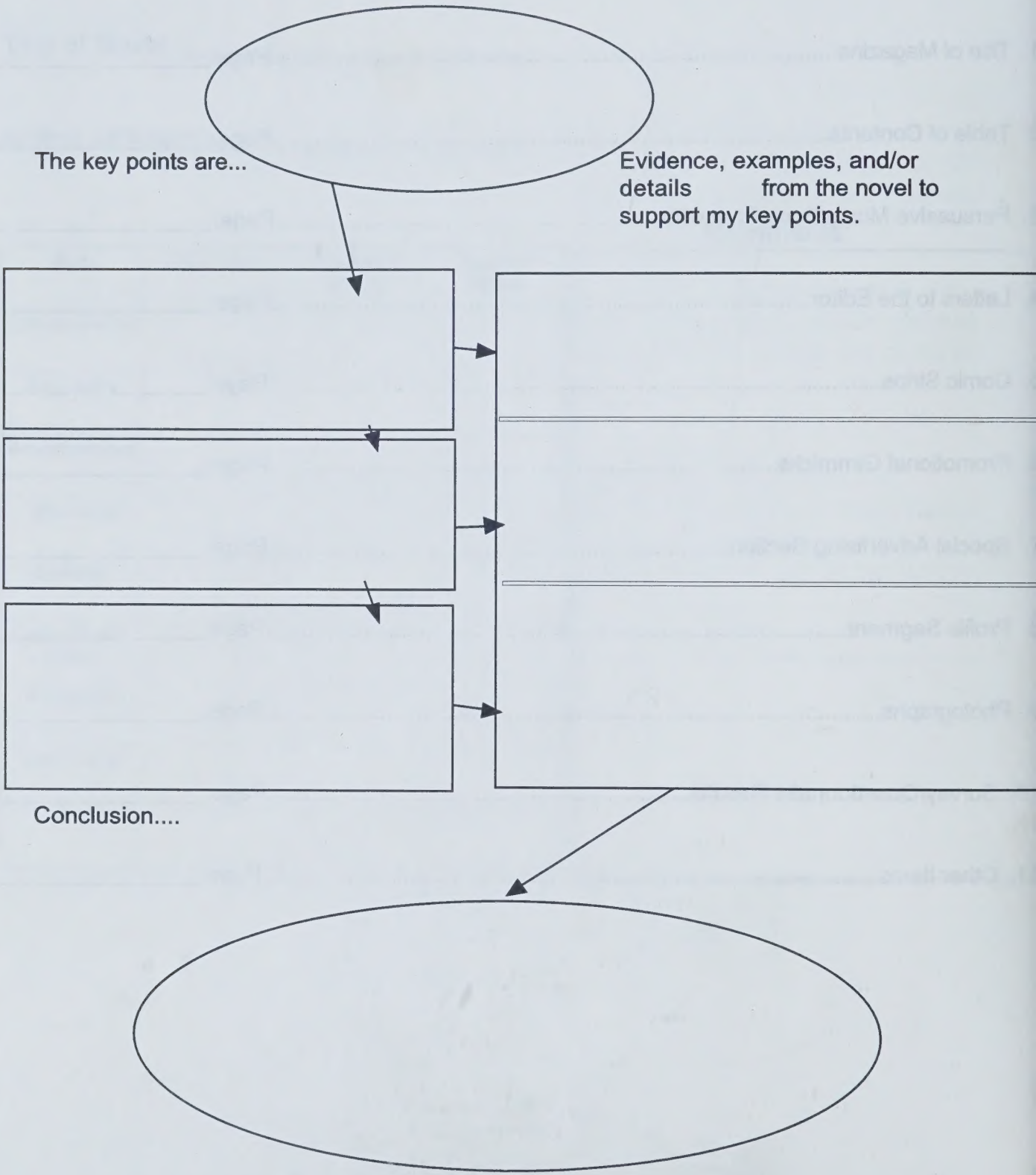
10. Survey/Questionnaire Results.....Page:_____

11. Other Items.....Page:_____

Feature Article Model

In keeping with the Feature Article Sample (BLM 4.3), state what you think, then make three key points to support this idea. Follow up with evidence to support your thoughts taken directly from the novel. Finally, form a conclusion about the theme of the novel.

The theme of the novel is...



The Conference Sheet

Title of the Feature Article_____

Author of the Article_____

Editor of the Article: 1) Self_____

2) Peer_____

3) Teacher_____

Some points I really liked about this article are:

Some things that need to be re-examined by the author are:

__spelling
__grammar
__missing thoughts or ideas
__punctuation
__missing opening statement
__missing evidence, examples, or details to support the opening statement
__conclusion (is is present?)
__conclusion (does it tie to opening statement?)
__variety of sentence types

Next steps...

Feature Article Sample

Based on *The Pig Man* by Paul Zindel

The **theme** of the novel *The Pig Man* by Paul Zindel is **relationships**.

The theme is based on relationships based on the following **key points**:

1. John has a dysfunctional relationship with his father.
Supporting evidence, examples, and/or details from the novel *The Pig Man*:

John and his father can't talk to one another.
His father wants him to work at the coffee exchange, and he wants to be an actor.
His father puts a lock on the telephone so that John can't use the phone.
John plays tricks at school for attention.

2. Lorraine has a dysfunctional relationship with her mother.
Supporting evidence, examples, and/or details from the novel *The Pig Man*.

Her mother criticises her all the time.
Her mother makes her do all the housework.
She tells lies to her mother.
Her mother slaps her.

3. John and Lorraine develop a positive relationship with Mr. Pignati.
Supporting evidence, examples, and/or details from the novel *The Pig Man*:

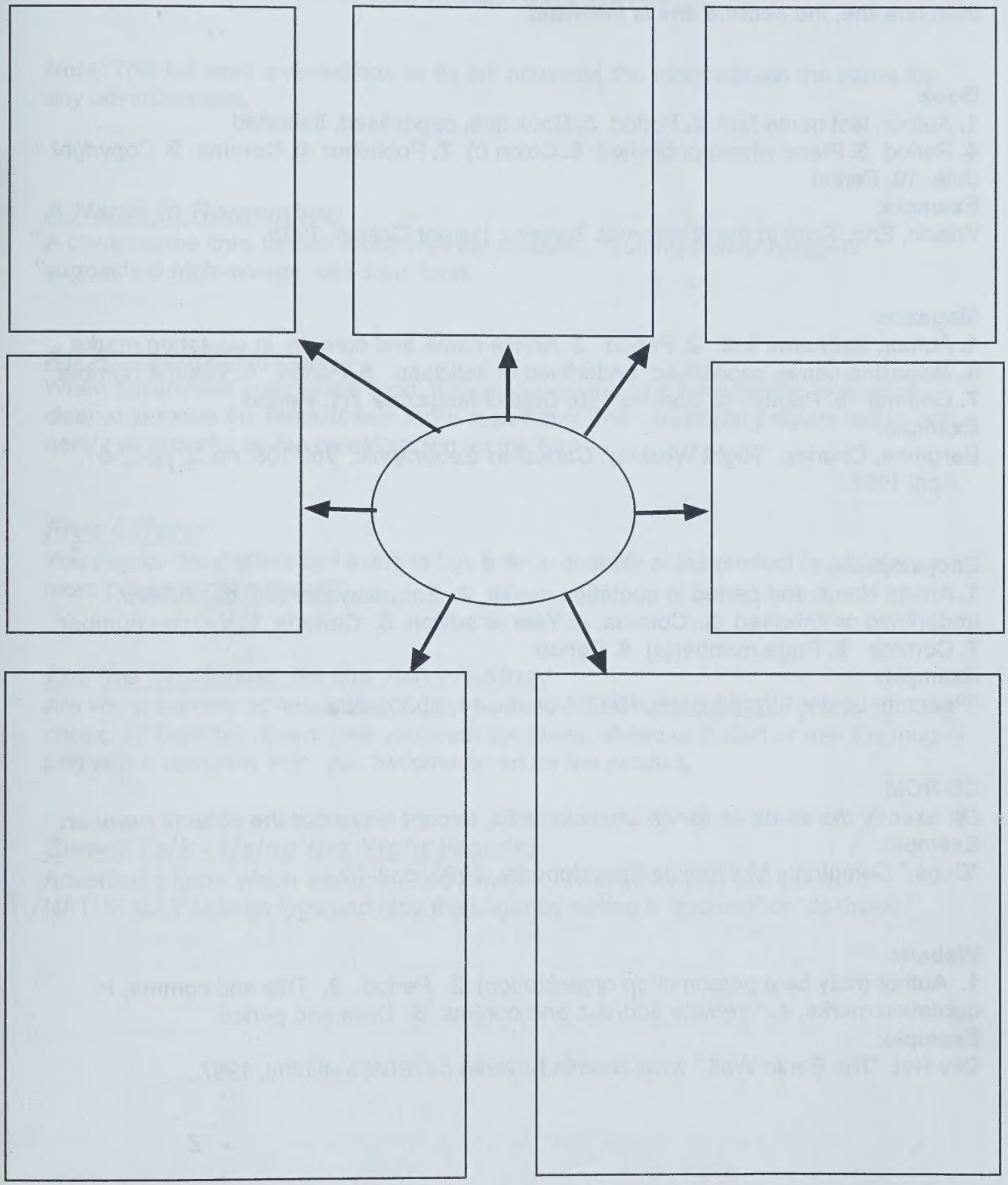
They go to his house whenever they can.
They visit him at the hospital when he is sick.
They tell the police they are his children.
They go to the zoo with him.

Conclusions
At the end of the novel, students may reflect on John and Lorraine's relationships with their father, their mother, and the Pigman. This is a personal connection to the novel. It needs to tie back to the introduction of the feature article.

BLM 5.0

Biography Planning Sheet

In each of the following boxes, place the headings that are appropriate to your author.



How to Write a Bibliography

A **bibliography** is always arranged in **alphabetical order**. If the information takes more than one line, the ***second line is indented***.

Book
1. Author, last name first **2.** Period **3.** Book title, capitalised, italicised **4.** Period **5.** Place where published **6.** Colon (:) **7.** Publisher **8.** Comma **9.** Copyright date **10.** Period
Example:
Wilson, Eric. *Spirit in the Rainforest.* Toronto: Harper Collins, 1985.

Magazine
1. Author, last name first **2.** Period **3.** Article name and comma, in quotation marks **4.** Magazine name, capitalised, underlined or italicised **5.** Period **6.** Volume number **7.** Comma **8.** Pages **9.** Comma **10.** Date of Magazine **11.** Period
Example:
Bergman, Charles. "Right Whales," *Canadian Geographic.* Vol. 108, no. 2, pp42-51, April 1997.

Encyclopedia
1. Article Name and period in quotation marks **2.** Encyclopedia title, capitalised, underlined or italicised **3.** Comma **4.** Year or edition **5.** Comma **6.** Volume number **7.** Comma **8.** Page number(s) **9.** Period
Example:
"Pearson, Lester." World Book, 1987, Volume 14, pp352-353.

CD-ROM
Do exactly the same as for an encyclopedia, except leave out the volume number.
Example:
"Dogs." Compton's Multimedia Encyclopedia, 1990, pp8-11.

Website
1. Author (may be a person or an organization) **2.** Period **3.** Title and comma, in quotation marks **4.** Website address and comma **5.** Date and period
Example:
City Net. "The Berlin Wall," www.chemie.fu-verlin.de?BIW/wall.html, 1997.

Advertising Tricks

Note: This list used a cereal box as its ad; however, the tricks remain the same for any advertisement.

A Name to Remember:

A clever name links certain ideas with the product. "Yummy Power Nuggets" suggests a high-energy, delicious food.

An Appealing Image:

When advertisers photograph food, they may use anything from gelatin to window cleaner to make the product look more appetizing. The cereal you prepare won't look nearly as crunchy as the cereal shown on the box.

Free Offers:

You pay for "free" offers by having to buy a large quantity of the product (e.g., "eleven more boxes to get a T-shirt").

Let the Customer do the Advertising:

Are you a walking advertisement? Do you have brand names on your jeans, running shoes, or T-shirts? Every time you wear the jeans, shoes or T-shirt or use the mug or pen with a company logo, you become an ad for the product.

Sweet Talk - Using the Right Words:

Advertisers know which words are fashionable. That's why they put the word NATURALLY in large type and hide the sugar by calling it "sucrose" or "dextrose."

How to Create an Advertisement

Teacher	Self	
		1. **Choose a product, service, or issue to advertise.** Give it a catchy name.
		2. **Decide on a target audience.** Who would be most interested in your product or idea?
		3. **Choose a medium.** What is your target audience most likely to see: a poster, a newspaper ad, a cereal box?
		4. **Plan a strategy.** Keep your plan simple. The best ads are often those that create a simple, appealing image for the product.
		5. **Think of an attention-getting headline.** If the large headline of your ad attracts people's attention, they may take the time to read the smaller type.
		6. **Write strong, persuasive body copy.** Body copy is the small type in an advertisement. It gives the details needed by the reader as to where the store is located, when it is open, when the sale begins and ends, etc.
		7. **Choose eye-catching visuals.** Graphics grab the reader's attention.
		8. **Use your design skills.** Experiment with the impact of larger type, lots of empty space, bold contrasting colours.
		9. **Does your ad persuade?** Test it on friends. Does it get their attention? Is it clear? Experiment with your ad until it contains all the required elements, is easy to read, gives the necessary information, and looks attractive and neat.

BLM 7.0

A Sample Magazine Interview

Novel Title: _____ Author: _____

Interview with the author. This interview was held in the private home of _____ on a blustery day in early January.

MW: Good afternoon, _____. We are delighted you have agreed to be the feature interview in Survival magazine this month.
Author: Thank you! I am delighted to hear that you intend to focus your entire magazine around the theme of survival.

MW: As an adolescent, did you always want to be an author?
Author: Although I was never a dedicated student, I developed a passion for reading at an early age. After a librarian gave me a book to read — along with my first library card — I became hooked on reading. I began spending hours alone, reading one book after another. From that, I began to take an interest in writing. I always felt that my reading assisted my initial experiences as a young writer. I got so many creative ideas from what I read, I began to create my own stories. It was really a natural progression for me as a young person.

MW: Could you please explain to our adolescent readers how you developed the idea of writing the novel?
Author: The novel, _____ , is based on many of my personal experiences in the wilderness. I also felt that many adolescents would be able to connect to the main character as he experiences the difficulties of being a child from a divorced family.

MW: It is evident that the main character is a brave and courageous young man. What things do you think adolescents can learn from his strengths?
Author: The biggest thing that I would want readers to take away from the character is to continue to persevere through life's struggles. He was given an incredible opportunity to test his strength, will power, and determination -- it is evident through the novel that he rose to the occasion.

MW: Do people ever criticize you for writing mainly "boy books"?
Author: Although the novels contain a male main character, it is important to realize that girls can exhibit the same qualities. Female protagonists can also be clever, witty, and exemplify determination.

**** This is a sample excerpt from an interview that may have been conducted by a student reader.***

Format for a Statistical Survey

Demographics (2 to 3 questions):

This part refers to the personal information of the individual completing the survey. For instance: age group, gender, etc.

Content (4 to 6 questions):

This part refers specifically to the information the surveyor would like to collect. The questions in this section should be specific to the purpose of the survey. For instance, if the novel is about adolescents, this section of the survey should reflect their interests.

Concluding Statement:

This section thanks participants for completing the survey. In some cases, the option to include your name, number, and address is included in this section. In addition, the surveyor may ask if participants can be contacted regarding the content of the survey. The participant has the right to remain anonymous.

BLM 9.1

Letter to the Editor Analysis

Please use complete sentences.

What is the topic or issue?

What is the writer's opinion?

What evidence does the writer use to support his or her opinion? Be as specific as possible. You may want to refer directly to the letter in order to support your point of view.

Are facts stated? Is the argument an opinion based on emotion? Is there a combination of both fact and emotion?

Which part of the letter to the editor was most powerful to you as a reader? Explain why.

Point-Proof-Comment Formula Sheet

Point: What point is the author is trying to make in the article?

Proof: What evidence has the writer provided to support or refute the above stated point? List at least three examples the author uses to make his point. Use direct quotations to support the point the author is trying to make.

Comment: What is the concluding statement/thought with which the author has left the reader?

BLM 9.3

The Conference Sheet

A Letter to the Editor

Author of the Letter_____

Editor of the Letter: 1) Self_____

2) Peer_____

3) Teacher_____

Some points I really liked about this letter are:

Some things that need to be re-examined by the author are:

__ spelling
__ grammar
__ missing thoughts or ideas
__ punctuation
__ missing opening statement
__ missing evidence to support the opening statement
__ conclusion is not present
__ conclusion does not tie into the opening statement
__ variety of sentence types

Next steps...

-
-
-
-

Student Name:_____
Date:_____

Biography Rubric

for use with Subtask 5 : Biography
from the Grade 7 Unit: **Magazine Mania**

Expectations for this Subtask to Assess with this Rubric:

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;

7e8 • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **-understands the purpose of the task** **-develops ideas and relates them to the purpose** **7e1**	- demonstrates limited reasoning by using some simple ideas and ideas that are inconsistently related to the purpose of the task and/or to each other	- demonstrates some reasoning by using simple ideas that are related to the purpose of the task and/or to each other	- demonstrates reasoning by using ideas of some complexity that are clearly related to the purpose of the task and to each other	- demonstrates reasoning by using complex ideas that are clearly and coherently related to the purpose of the task and to each other
Communication **-main idea and content are clearly addressed in biography of the author** **7e1**	- states main idea unclearly - writes simple content	- states main idea clearly and provides some supporting details - writes simple predictable content	- states main idea of each paragraph clearly and provides supporting details - writes content that holds the interest of the reader	- states main idea of each paragraph clearly and thoroughly supports with details - writes content that is interesting and complex
Organization of Ideas **-uses logical sequence in sentences, paragraphs, and overall structure** **7e3**	- attempts to organize information to convey a simple, central idea using a few paragraphs - uses simple sentence structure	- organizes information to convey a simple, central idea using some paragraphs - uses some variety in sentence structure	- organizes information to convey a central idea using well developed and well-linked paragraphs - uses a variety of sentence structures	- organizes information to articulate a clear message using interesting and well supported paragraphs - uses a variety of complex sentence structures
Application of Language Conventions **-applies language conventions correctly** **7e8**	- shows application of language conventions by demonstrating limited accuracy in spelling, grammar, punctuation and conventions of style	- shows application of language conventions by demonstrating some accuracy in spelling, grammar, punctuation and conventions of style	- shows application of language conventions by demonstrating general accuracy in spelling, grammar, punctuation and conventions of style	- shows application of language conventions by demonstrating consistent accuracy in spelling, grammar, punctuation and conventions of style

Student Name:_____
Date:_____

Interview Rubric

for use with Subtask 7 : The Interview
from the Grade 7 Unit: **Magazine Mania**

Expectations for this Subtask to Assess with this Rubric:

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;

7e8 • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;

7e14 – use a variety of sentence types (statements, exclamations, questions, commands) appropriately and effectively;

7e33 – identify the main ideas in information materials, and explain how the details support the main ideas;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **7e1** **7e3**	- uses simple ideas - includes a few details to engage reader	- uses some ideas that are clear -includes some details that engage the reader	- uses ideas that are clear, complex and original - includes sufficient details to maintain reader's interest	- uses ideas that are sophisticated - includes extensive details to maintain reader's interest
Communication **7e14**	- communicates intended message with limited clarity - limited use of appropriate vocabulary	- communicates intended message with some clarity - some use of appropriate vocabulary	- communicates the intended message clearly - appropriate vocabulary used	- communicates, thoroughly and accurately, the intended message - appropriate and extended vocabulary used
Organization **7e33**	- organizes ideas and information inconsistently - uses a few elements of the interview process correctly - shows limited evidence of paragraph structure	- uses organization of ideas and information with some consistency - uses some elements of the interview process correctly - shows some evidence of paragraph structure	- uses ideas and information that are organized logically and effectively - uses specific interview process correctly - uses paragraph structure that is correct	- uses ideas and information that are organized creatively, logically and effectively - uses sophisticated interview process - uses paragraph structure that is correct and creative
Conventions **7e8** - grammar - spelling - punctuation	- demonstrates limited ability to use conventions	- demonstrates some ability to use conventions	- demonstrates ability to use conventions	- demonstrates ability to use conventions consistently

Student Name:_____
Date:_____

Comic Strip Rubric

for use with Subtask 10 : The Comic Relief
from the Grade 7 Unit: **Magazine Mania**

Expectations for this Subtask to Assess with this Rubric:

7e9 • use and spell correctly the vocabulary appropriate for this grade level;

7e21 – show a growing awareness of the expressiveness of words in their word choice;

7a35 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;

7a36 • identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Use and spell correctly the vocabulary appropriate for Grade 7 7e9	- shows limited evidence of appropriate usage of spelling and grade level vocabulary	- shows some evidence of appropriate usage of spelling and grade level vocabulary	- shows consistent evidence of appropriate usage of spelling and grade level vocabulary	- shows consistent and thorough evidence of appropriate usage of spelling and grade level vocabulary
Dialogue - shows an awareness of the importance of selecting expressive words in their dialogue 7e21	- uses limited expressive dialogue	- uses some expressive dialogue, but little effort to make conversations interesting	- uses expressive dialogue appropriately throughout the entire comic strip	- uses word choices that exemplify expressive dialogue
Comic Strip Format (using appropriate art forms) 7a35	- demonstrates little evidence of comic strip format, i.e., sequence of important ideas to create a story	- demonstrates some evidence of comic strip format	- demonstrates comic strip format appropriately	- presents the comic strip format in a creative and expressive way
Elements and Principles of Design 7a36	- shows limited evidence of understanding the elements and principles of art	- shows some evidence of understanding the elements and principles of art	- applies the elements and principles of art effectively	- applies the elements and principles of design effectively and consistently

Student Name:_____
Date:_____

Feature Article Writing Rubric

for use with Subtask 4 : Feature Article
from the Grade 7 Unit: **Magazine Mania**

Expectationsfor this Subtask to Assess with this Rubric:

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;

7e4 • use a variety of sentence types and sentence structures, and sentences of varying length;

7e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

7e34 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Organization of ideas - logical and effective 7e3	- presents an argument using a few simple ideas - includes limited evidence/information	- presents an argument using clear simple ideas - includes some evidence/information	- presents an argument using clear, complex ideas - includes considerable evidence/information	- presents an argument using sophisticated ideas - includes carefully selected, effective evidence/information
Communication -intended message 7e34 7e1	- communicates the intended message with limited clarity - demonstrates limited evidence of vocabulary matching purpose and audience	- communicates the intended message with some clarity - demonstrates some evidence of vocabulary matching purpose and audience	- communicates the intended message with considerable clarity - demonstrates considerable use of vocabulary appropriate to the audience	- communicates the intended message thoroughly - demonstrates masterful use of vocabulary appropriate to the audience
Conventions -grammar, spelling, punctuation **-sentence structure** 7e10	- uses a limited variety of sentence structures - uses few examples of correct grammar	- uses some variety in sentence structures - uses some examples of correct grammar	- uses considerable variety in sentence structures - uses correct grammar with few errors	- uses a range of sentence structures to achieve a specific purpose - uses correct grammar

Magazine Mania

Language An Integrated Unit for Grade 7

			Selected	Assessed
English Language---Writing				
☐	7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);	1	5
☐	7e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);	1	
☐	7e3	• organize information to develop a central idea, using well-linked and well-developed paragraphs;		4
☐	7e4	• use a variety of sentence types and sentence structures, and sentences of varying length;	1	1
☐	7e5	• produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);		3
☐	7e6	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);		1
☐	7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;	3	
☐	7e8	• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;		3
☐	7e9	• use and spell correctly the vocabulary appropriate for this grade level;	1	1
☐	7e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	1	1
☐	7e14	– use a variety of sentence types (statements, exclamations, questions, commands) appropriately and effectively;	1	1
☐	7e16	– use parentheses appropriately (e.g., Gina (the one wearing the hat in the picture) is my friend's sister);		1
☐	7e17	– spell a wide range of commonly used words correctly;	1	
☐	7e21	– show a growing awareness of the expressiveness of words in their word choice;		2
☐	7e24	– use spreadsheets appropriately to convey specific types of information (e.g., data).	1	
English Language---Reading				
☐	7e28	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;	1	1
☐	7e29	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;	2	
☐	7e32	– explain how various elements in a story function in relation to each other (e.g., ways in which setting and plot development are interrelated);	1	
☐	7e33	– identify the main ideas in information materials, and explain how the details support the main ideas;		1
☐	7e34	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;		1
☐	7e36	– select appropriate reading strategies (e.g., skim text for specific information; record key points and organize them in a sequence);	1	
☐	7e37	– plan a research project and carry out the research;	2	
☐	7e44	– use the special terminology in a particular area of study, as necessary;	2	
English Language---Oral and Visual Communication				
☐	7e52	• demonstrate the ability to concentrate by identifying main points and staying on topic;	4	1
☐	7e53	• identify various types of media works and a variety of the techniques used in them;	2	
☐	7e55	• create a variety of media works;		2
☐	7e56	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).		1
☐	7e63	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;		1
☐	7e67	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);		1
☐	7e68	– describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);		2
☐	7e70	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).		2
Mathematics---Data Management and Probability				
☐	7m81	• systematically collect, organize, and analyse data;	1	
☐	7m87	• evaluate data and make conclusions from the analysis of data;	1	
The Arts---Visual Arts				
☐	7a36	• identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;		1
☐	7a37	• explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;	2	

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Language An Integrated Unit for Grade 7

		Selected	Assessed
☐ 7a45	– organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);	1	
☐ 7a46	– produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from "found" materials to celebrate the coming of spring);		2
☐ 7a52	– identify ways in which the visual arts affect various aspects of society and the economy.	1	

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Language An Integrated Unit for Grade 7

Expectation Summary

Selected | Assessed

English Language

7e1	1	5	7e2	1		7e3		4	7e4	1	1	7e5		3	7e6		1	7e7	3	7e8		3	7e9	1	1	7e10	1	1
7e11			7e12			7e13			7e14	1	1	7e15			7e16		1	7e17	1	7e18			7e19			7e20		
7e21		2	7e22			7e23			7e24	1		7e25			7e26			7e27		7e28	1	1	7e29	2		7e30		
7e31			7e32	1		7e33		1	7e34		1	7e35			7e36	1		7e37	2	7e38			7e39			7e40		
7e41			7e42			7e43			7e44	2		7e45			7e46			7e47		7e48			7e49			7e50		
7e51			7e52	4	1	7e53	2		7e54			7e55		2	7e56		1	7e57		7e58			7e59			7e60		
7e61			7e62			7e63		1	7e64			7e65			7e66			7e67		7e68		2	7e69			7e70		2

French as a Second Language

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81 1	7m82	7m83	7m84	7m85	7m86	7m87 1	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

History

7h1	7h2	7h3	7h4	7h5	7h6	7h7	7h8	7h9	7h10
7h11	7h12	7h13	7h14	7h15	7h16	7h17	7h18	7h19	7h20
7h21	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30
7h31	7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40
7h41	7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50
7h51	7h52	7h53	7h54	7h55	7h56	7h57			

Geography

7g1	7g2	7g3	7g4	7g5	7g6	7g7	7g8	7g9	7g10
7g11	7g12	7g13	7g14	7g15	7g16	7g17	7g18	7g19	7g20
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60
7g61	7g62	7g63	7g64						

Health & Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	1 7a37	2 7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45 1	7a46	2 7a47	7a48	7a49	7a50
7a51	7a52 1	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78		

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Language An Integrated Unit for Grade 7

Analysis Of Unit Components

12 Subtasks
71 Expectations
109 Resources
88 Strategies & Groupings

-- Unique Expectations --
31 Language Expectations
2 Mathematics Expectations
5 Arts Expectations

Resource Types

4 Rubrics
18 Blackline Masters
29 Licensed Software
24 Print Resources
3 Media Resources
8 Websites
9 Material Resources
14 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

10 Students Working As A Whole Class
3 Students Working In Pairs
1 Students Working In Small Groups
12 Students Working Individually

Teaching / Learning Strategies

2 Advance Organizer
1 Book Talks
1 Conferencing
5 Demonstration
1 Guest Speaker
1 Guided Exploration
4 Guided Writing
2 Reciprocal Teaching
4 Review
1 Story Mapping
1 Visual Stimuli

Assessment Recording Devices

11 Anecdotal Record
2 Checklist
4 Rubric

Assessment Strategies

1 Classroom Presentation
5 Conference
2 Essay
1 Exhibition/demonstration
6 Observation
5 Performance Task
1 Select Response
1 Self Assessment